

**Eastern West Virginia Community and Technical College
COURSE ASSESSMENT REPORT**

Course Title and Number: ENL 102 English Composition II (3 credits)	Academic Term and Year of Assessment Activity (Ex: Fall, 2014) Spring 2012 – Spring 2015
Report Submitted By: Curtis Hakala	Number of Students Assessed: 215
Date Report Submitted: 6-3-16	Number of Sections Included: 16
Course Delivery Format (list all modalities used in sections assessed. Ex: web based, VDL, traditional section, hybrid course, etc.): Traditional Section (Live)	

Course Role in the Curriculum

Provide a description of the role the course serves in the curriculum (i.e. general education requirement, program technical core, restricted elective, etc.). Note all as appropriate.

The purpose of this report is to present the methodology and findings for the course level assessment of English Composition II (ENL 102). English Composition II exposes students to additional forms of composition and expects students to demonstrate a higher level of proficiency in writing. Major emphases are the research paper, analysis, and literary forms.

Assessment Methods

Provide a description of the assessment process used. Include description of instrument and performance standards in description. Note all methods.

Originally, English Composition II (ENL 102) course outcomes were assessed every year from 2009 through 2011. While course level assessments were created in each of those years, the extraction of useable data was limited by small sample sizes and a lack of comprehensive assessment of most course outcomes. Dependent upon assessment findings, a minimal amount of outcomes were assessed over multiple years to validate effectiveness of changes in curriculum or course materials from 2009-2011, however, after reviewing Higher Learning Commission (HLC) recommendations (i.e. increase sample sizes of assessment reports, assess all learning outcomes), a comprehensive, longitudinal study of ENL 102 course outcomes was launched beginning in Spring 2012 and ended in Spring 2015. As per HLC recommendations, all learning outcomes in ENL 102 were grouped under a **general heading** (Conceptual, Thesis, Development and Support, Structuring, and Language) as shown below:

1. Conceptual: Students offer cogent analysis, shows command of interpretative and conceptual tasks required by assignment and course materials: ideas original, often insightful, going beyond ideas discussed in lecture and class.

- Analyze selected readings
- Identify literary genres
- Identify literary conflict
- Participate in classroom discussions
- Gain mastery of the recursive writing process that includes prewriting, drafting, revising, editing, and proofreading
- Read critically
- Recognize symbolism
- Recognize imagery
- Recognize literary theme
- Recognize literary tone
- Compare and contrast literary themes, literary works, and literary characters

2. Thesis: Students' essays are controlled by clear, precise, well-defined thesis: is sophisticated in both statement and insight.

-- State clear thesis

3. Development and Support: Students use well-chosen examples; persuasive reasoning used to develop and support thesis consistently; uses quotations and citations effectively; and casual connections between ideas are evident.

- Demonstrate organizational skills
- Demonstrate library and research skills
- Carefully document all sources
- Write clear, coherent essays
- Use academic databases and library sources for research
- Write major research papers (i.e. 5-8 page research papers)
- Develop note-taking skills

4. Structuring: Students use appropriate, clear and smooth transitions; arrangement of paragraphs seems particularly apt; and conclusion restates thesis and makes logical assumptions.

- Utilize clear transitions
- Incorporate correct and appropriate quotations

5. Language: Students use sentences effectively; usually chooses words aptly; observes conventions of written English and manuscript format; makes few minor or technical errors; maintains consistent point of view; and eliminates second person perspective.

- Identify narrator point of view
- Use and identify literary terminology
- Recognize similes
- Recognize metaphors

A grading rubric (See Attachment A) and final exam questions addressing most learning outcomes (21 of 25 outcomes = 84%) served as an indicator of student achievement of course learning outcomes. The grading rubric and exam questions were incorporated across sixteen sections of ENL 102 during the assessment cycle. The minimum performance standard was set 75%. At least 75% of the students must correctly answer the assessed final exam questions in order to achieve learning outcome proficiency; similarly, 75% of students must meet the common indicators provided by the grading rubric and achieve "B grade" benchmarks in order to attain learning outcome mastery. In the event that the minimum performance standard is not met, the unmet learning outcome will be targeted for further monitoring. The results may also trigger an evaluation of course materials supporting the learning outcome, revision of course materials, or further curriculum revision.

In the Spring 2012, Fall 2012, Spring 2013, Fall 2013, Spring 2014, Fall 2014, and Spring 2015 semesters, twenty-one learning outcomes were selected for assessment in sixteen sections of English Composition II. Curtis Hakala taught all sixteen sections, and all learning outcomes were grouped under the five general headings mentioned earlier.

To assess all learning outcomes, final research papers and exam questions were analyzed across sixteen sections of English Composition II. Students enrolled in these sections completed a research paper and final exam; the learning outcomes were assessed using a grading rubric and final exam questions. 215 students were included in this sample, and results were compiled for each indicator denoting the percent of students who answering the final exam questions correctly and who met or exceeded the "B" grading rubric benchmark for each indicator. Findings from the data for each outcome are presented in the Results Section of this report.

Assessment Results
<p>Provide a summary of results including tables/charts. Incorporate information from previous assessments as appropriate. Append additional pages if necessary. If appending, include notation in box to “See attached”.</p>
<p>Based on the existing data, fifteen of the tested twenty-one outcomes were met; conversely, 29% of learning outcomes (6) failed to meet the 75% minimum performance standard. The only learning outcome under the Thesis general heading met minimum performance standards, while one learning outcome each under Structuring (Incorporate correct and appropriate quotations – 72%) and Language (Identify narrator point of view – 61%) failed to successfully meet identified indicators established for the assessment activity. Under the general headings Conceptual and Development & Support, two learning outcomes from each category failed to meet the 75% correct criterion:</p> <p>Conceptual</p> <ul style="list-style-type: none"> -- Gaining mastery of the recursive writing process (66%) -- Read critically (69%) <p>Development and Support</p> <ul style="list-style-type: none"> -- Carefully document all sources (72%) -- Use academic databases and library sources for research (60%) <p>More details about the outcomes are included in the Action Plan.</p>

Course Level Assessment Summary of Outcomes, Indicators and Results Course Title and Number: ENL 102 (English Composition II) Number of students in assessment sample = 215 Number of Sections in Assessment = 16 Add additional rows to table if necessary				
Learning Outcomes (Insert learning outcomes assessed during this cycle)	Indicator (Insert indicators used for each outcome: exam question, scoring rubric, etc. Be specific)	Percent of Correct Responses	Percent of Incorrect Responses	Performance Standard Met (75%)* (yes or no)
Outcome 1: Conceptual				
Analyze selected readings	Grading Rubric	191/215 89%	24/215 11%	Yes
Identify literary genres	<p><u>Matching (Subset of Larger Matching Exercise)</u></p> <p>54. <u>C</u> Existentialism a.) a style or technique in art that is characterized by extreme spareness and simplicity</p> <p>55. <u>D</u> Gothic literature b.) This type of literature saw cold machinery and increased capitalism, which alienated the individual and was a reaction to WWI</p> <p>56. <u>A</u> Minimalism c.) This literature movement emphasizes individual existence, freedom, and choice. People must create their own meaning in life.</p>	179/215 83%	36/215 17%	Yes

	57. <u>B</u> Modernism d.) Literature that often includes castles, secret doors, dark landscapes, phantoms, and ancient buildings			
Course Level Assessment Summary of Outcomes, Indicators and Results Course Title and Number: ENL 102 (English Composition II) Number of students in assessment sample = 215 Number of Sections in Assessment = 16 Add additional rows to table if necessary				
Learning Outcomes (Insert learning outcomes assessed during this cycle)	Indicator (Insert indicators used for each outcome: exam question, scoring rubric, etc. Be specific)	Percent of Correct Responses	Percent of Incorrect Responses	Performance Standard Met (75%)* (yes or no)
Identify literary conflict	List three types of external conflict: Answer: Man vs. Man, Man vs. Nature, Man vs. Society	186/215 86%	29/215 14%	Yes
Gain mastery of the recursive writing process	Grading Rubric	142/215 66%	73/215 34%	<u>No</u>
Read critically	Grading Rubric	148/215 69%	67/215 31%	<u>No</u>
Recognize symbolism	45. <u>D</u> A dove representing peace is an obvious example of _____. a.) an anagram b.) thematic irony c.) an acronym d.) symbolism e.) none of the above	206/215 96%	9/215 4%	Yes
Recognize imagery	48. <u>A</u> "I lay still and took another minute to smell: I smelled the warm, sweet, all-pervasive smell of silage, as well as the sour dirty laundry spilling over the basket in the hall. I could pick out the acrid smell of Claire's drenched diaper, her sweaty feet, and her hair crusted with sand." The preceding quote is an example of: a.) imagery b.) foreshadowing c.) satire d.) irony e.) an allegory	163/215 76%	52/215 24%	Yes
Recognize literary theme	33. <u>B</u> A common thread or repeated idea in a literary work; an idea the author presents to the reader about life or human nature. a.) symbolism b.) theme c.) hyperbole d.) catharsis e.) imagery	201/215 94%	14/215 6%	Yes
Outcome 2: Thesis				
State clear thesis	Grading Rubric	184/215 86%	31/215 14%	Yes
Outcome 3: Development and Support				
Demonstrate organizational skills	Grading Rubric (Outline included with Research Paper)	197/215 92%	18/215 8%	Yes
Demonstrate research skills	Grading Rubric	202/215 94%	13/215 6%	Yes
Carefully document all sources	Grading Rubric	153/215 72%	62/215 28%	<u>No</u>

Course Level Assessment Summary of Outcomes, Indicators and Results Course Title and Number: ENL 102 (English Composition II) Number of students in assessment sample = 215 Number of Sections in Assessment = 16 Add additional rows to table if necessary				
Learning Outcomes (Insert learning outcomes assessed during this cycle)	Indicator (Insert indicators used for each outcome: exam question, scoring rubric, etc. Be specific)	Percent of Correct Responses	Percent of Incorrect Responses	Performance Standard Met (75%)* (yes or no)
Write clear, coherent essays	Grading Rubric	172/215 80%	43/215 20%	Yes
Use databases/library sources for research	Grading Rubric	128/215 60%	87/215 40%	No
Write major research papers (5-8 pages)	Grading Rubric	199/215 93%	16/215 7%	Yes
Outcome 4: Structuring				
Utilize clear transitions	Grading Rubric	182/215 85%	33/215 15%	Yes
Incorporate correct and appropriate quotations	Grading Rubric	154/215 72%	61/215 28%	No
Outcome 5: Language				
Identify narrator point of view	25. B What is the point of view of the following excerpt? "Lieutenant Cross reminded himself that his obligation was not to be loved but to lead. He would dispense with love; it was not now a factor. And if anyone quarreled or complained, he would simply tighten his lips and arrange his shoulders in the correct command posture." a.) 2 nd person b.) 3 rd person limited c.) 3 rd person objective d.) 1 st person	132/215 61%	83/215 39%	No
Use and identify literary terminology	Grading Rubric	161/215 75%	54/215 25%	Yes
Recognize similes	41. B "My face looks like a wedding-cake left out in the rain." The preceding W.H. Auden quote is an example of a _____. a.) motif b.) simile c.) metaphor d.) synecdoche e.) all of the above	186/215 87%	29/215 13%	Yes
Recognize metaphors	42. D "The job fair was a circus, and John was a dancing bear." The preceding quote is an example of: a.) censura b.)enjambment c.) a simile d.) a metaphor e.) assonance	184/215 86%	31/215 14%	Yes

Conclusions

Provide a brief summary of conclusions derived based on analysis of data. Append additional pages if necessary. If appending, include notation in box to “See attached”.

In conclusion, this course level assessment of English Composition II finds that sixteen of the tested twenty-one outcomes are being met at the minimum performance standard of 75%. Successful outcomes will continue to be examined in upcoming course assessments to ensure the proper emphasis will be maintained. Of main concern are the six learning outcomes that failed to meet performance standards. These unmet learning outcomes will be discussed in detail under the Action Plan.

Previous Assessment Reports and Results

Date of Previous Assessment: Fall 2011

List of Outcomes Not Met: Incorporate correct and appropriate quotations

Utilize clear transitions

Summary of Actions Taken to Address Unmet Learning Outcomes: Append additional pages if necessary. If appending, include notation in box to “See attached”.

In the Fall 2011 Course Level Assessment of English Composition II (ENL 102), two learning outcomes were unmet:

- Incorporate correct and appropriate quotations
- Utilize clear transitions

Unfortunately, one learning outcome, incorporate correct and appropriate quotations (72%), failed again to meet the minimum performance standard. C. Hakala will ensure more class time and homework assignments will be devoted to the importance of incorporating correct and appropriate quotations in research papers across all sections of ENL 102.

Utilizing clear transitions, an unmet learning outcome in the Fall 2011 Course Level Assessment Report, surpassed the 75% correct criterion by ten percentage points (85%) in this most recent assessment. Handouts and exercises highlighting the importance of providing “sign posts” (i.e. transitional statements or words) for reader comprehension could be the reason why this learning outcome showed improvement, but the previous assessment in 2011 only contained a sample size of twenty[seven students. Therefore, it is impossible to infer a cause and effect relationship when the 2011 Course Level Assessment Report of English Composition II had such a limited sample size.

Action Plan and Date for Reassessment

Identify action plan for improvement or maintaining current performance levels including outcomes identified for re-assessment, curriculum revision, LOT proposal, new or revised course activities to reinforce learning outcomes, etc. Append additional pages if necessary. If appending, include notation in box to “See attached”.

Gaining Mastery of the Recursive Writing Process: Although this learning outcome has never been assessed at Eastern, “gaining mastery” of the recursive writing process, or any skill, takes time and effort. The word “recursive” implies a moving back and forth between different stages in the writing process, which is often a difficult concept for students to grasp. Students, especially when pressed for time, often write papers without any kind of outline or “scaffolding” and fail to realize that proper writing involves a process and planning. Therefore, future sections of ENL 101 and 102 should feature writing assignments that highlight the importance of each stage in the writing process: prewriting, drafting, revising, and editing.

Read Critically: Perhaps the most obvious point to make about reading literature critically is that students often employ ineffective strategies when reading fiction and become discouraged when they perceive that the relative gain from their reading is “low” (i.e. “This is just a story or a poem – what

factual information am I gaining from this assigned reading?”). For example, many students assume that reading any text means reading straight through, from beginning to end, as someone would read a novel for entertainment purposes. Advanced readers, though, have developed a set of informed strategies when reading “academic texts.”

Reading critically is a fairly abstract concept; students are helped greatly when their instructors explain and demonstrate what critical reading looks like in their particular course and discipline. When students know more about what you want them to get from a text and how to get it, they will spend their study time far more fruitfully. Their new-found skill can, in turn, motivate them to keep up. Future class exercises in ENL 102 should provide a brief passage or poem for students to analyze. Instructors should model the kind of questions students should ask when analyzing such a passage or poem; additionally, instructors should help students articulate what’s curious to them and guide the discussion in the direction of some important tips that they have thought through beforehand. These types of classroom exercises should help students read more critically.

Carefully Document All Sources: This learning outcome stresses the importance of not plagiarizing and follow proper MLA conventions. Plagiarism has become a hot button issue since the advent of the Internet, but most Eastern students simply fail to painstakingly cite their sources in MLA format. Again, additional classroom exercises should help walk students through and understand the importance of citing sources correctly, but class emphasis shouldn’t be detracted from important issues such as asking interesting and genuine questions, understanding evidence, and communicating persuasively.

Use Databases/Library Sources for Research: Developing good “research skills” as a student can be a laborious process, but many students are often unaware of Eastern’s research tools or don’t understand the expectations of scholarly disciplines. Future sections of ENL 102 should utilize assignments that teach research skills, so students can gain confidence in using research tools and understand how student “scholars” use resources in their research. Library research assignments should set goals, make use of Eastern’s library services, and consider how the assignment relates to the class as a whole. Classroom activities like completing a “scavenger hunt,” where students browse Eastern’s databases and library services for books, journals, articles, citations, and other sources of information, could aid students in the basic techniques for finding scholarly information. Additionally, both ENL 101 and ENL 102 should include a brief introduction to all the library support services Eastern provides.

Incorporate Correct and Appropriate Quotations: Overall, students did not do poorly on this outcome, only missing mastery by 3%. The acronym PEA (Point, Evidence, Analysis) encapsulates how students should approach proving their arguments, but oftentimes, students fail to bolster their point of view with textual evidence. Perhaps a little more class time should be devoted to the relevance of using quotations, so students can understand the importance of adding authority to their essays by presenting informed opinions while also showing how they arrived at a particular thought of their own.

Identify Narrator Point of View: Although students were able to identify the difference between first, second, and third person point of view, confusion often centered on the various types of third person perspectives used in novel and short stories. For example, although students could comprehend the difference between first person and third person point of view, they failed to grasp the difference between third person limited, third person objective, and third person omniscient perspectives. In-class activities, in the future, should include “literary element worksheets” where students have to deconstruct assigned readings according to point of view, conflict, and figurative language.

In addition to the aforementioned recommendations, future assessments of ENL 102 will include a panel of qualified readers to prohibit instructor bias and ensure grading consistency. In order to safeguard uniform standards across all class sections, Eastern is the process of developing a standardized grading rubric for ENL 101 and ENL 102, which will be embedded with course-level assessments of learning outcomes throughout the whole semester, thereby making it possible to monitor and track student learning not only for assessment purposes but for early detection of students at risk of not meeting important performance benchmarks. The grading rubric and standardized ENL 102 course will be resourced and shared with all instructors, and it is Eastern's sincere belief that by closely regulating criteria, standards, and definitions of good writing from section-to-section, Eastern students will be provided with a more efficient, consistent, and improved composition course.

This final report is distributed to all English faculty members. Any suggestions or comments from faculty members will also be considered for any possible changes to the course. The proposed date for the next course-level assessment will be during the Fall 2017 semester although class-level assessments should be conducted each semester to determine the impact of instructional and curriculum changes.

**Assessment Committee Recommendation/Approval
(To be posted by Assessment Committee Chair)**

- Approved as presented
- Approved with recommendations for future reports (Explanation Required)
- Resubmission Required. Reason for Resubmission:

Date:

Attachment A: Grading Rubric

Letter Grades	Conceptual	Thesis	Development and Support	Structuring	Language
A	Offers cogent analysis, shows command of interpretive and conceptual tasks required by assignment and course materials: ideas original, often insightful, going beyond ideas discussed in lecture and class	Essay controlled by clear, precise, well-defined thesis: is sophisticated in both statement and insight	Well-chosen examples; persuasive reasoning used to develop and support thesis consistently: uses quotations and citations effectively; causal connections between ideas are evident	Appropriate, clear and smooth transitions; arrangement of paragraphs seems particularly apt; conclusion restates thesis and makes logical assumptions	Uses sophisticated sentences effectively; usually chooses words aptly; observes conventions of written English and manuscript format; makes few minor or technical errors; maintains consistent point of view; eliminates second person perspective
B	Shows a good understanding of the texts, ideas and methods of the assignment; goes beyond the obvious; may contain one minor factual or conceptual inconsistency	Clear, specific, argumentative thesis central to the essay; may have left minor terms undefined	Pursues thesis consistently: develops a main argument with clear major points and appropriate textual evidence and supporting detail; makes an effort to organize paragraphs topically	Distinct units of thought in paragraphs controlled by specific and detailed topic sentences; clear transitions between developed, cohering, and logically arranged paragraphs that are internally cohesive	Some mechanical difficulties or stylistic problems; may make occasional problematic word choices or awkward syntax errors; a few spelling or punctuation errors or cliché; usually presents quotations effectively
C	Shows an understanding of the basic ideas and information involved in the assignment; may contain some factual, interpretive, or conceptual errors	General thesis or controlling idea; may not define several central terms	Only partially develops the argument; shallow analysis; some ideas and generalizations undeveloped or unsupported; makes limited use of textual evidence; fails to integrate quotations appropriately	Some awkward transitions; some brief, weakly unified or undeveloped paragraphs; arrangement may not appear entirely natural; contains extraneous information	More frequent wordiness; several unclear or awkward sentences; imprecise use of words or over-reliance on passive voice; one or two major grammatical errors (subject-verb agreement, comma splice, etc.); effort to present quotations accurately
D	Shows inadequate command of course materials or contains significant factual and conceptual errors; does not respond directly to the demands of the assignment; confuses some significant ideas	Thesis vague or not central to argument; central terms not defined	Frequently only narrates; digresses from one topic to another without developing ideas or terms; makes insufficient or awkward use of textual evidence	Simplistic, tends to narrate or merely summarize; wanders from one topic to another; illogical arrangement of ideas	Some major grammatical or proofreading errors (subject-verb agreement; sentence fragments); language marred by clichés, colloquialisms, repeated inexact word choices; inappropriate quotations or citations format
F	Writer has not understood lectures, readings, discussion, or assignment	No discernible thesis	Little or no development; may list facts or misinformation; uses no quotations or fails to cite sources or plagiarizes	No transitions; incoherent paragraphs; suggests poor planning or no serious revision	Numerous grammatical errors and stylistic problems seriously distract from the argument